

**THE EFFECT OF USING COMMUNITY LANGUAGE LEARNING
METHOD TOWARD SPEAKING SKILL AT THE SECOND YEAR
STUDENTS OF MTs AL-MUTTAQIEN
PEKANBARU**



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PEKANBARU
1433 H/2012 M**

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Thesis

Submitted as a Partial Fulfilment of the Requirements
for Getting Bachelor Degree of Education
(S.Pd.)



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The thesis entitled “*The Effect of Using Community Language Learning Method toward Speaking Skill at the Second Year Students of MTs Al-Muttaqien Pekanbaru*”, written by Yeni Lisnasari NIM. 10614003396. It has been accepted and approved to be examined in final examination by The Examination Committee Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau

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The Writer,

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ABSTRAK

Yeni Lisnasari (2012): Pengaruh Penggunaan Metode Komunitas Belajar Bahasa terhadap Keahlian Berbicara Siswa Kelas Dua MTs Al-Muttaqien Pekanbaru

Penelitian ini dilakukan karena beberapa kendala yang dihadapi oleh siswa dalam belajar bahasa Inggris seperti kosa kata, pengucapan, tata bahasa, kefasihan dan pemahaman. Masalah adalah: beberapa siswa tidak dapat menanggapi pertanyaan dari guru, beberapa siswa takut membuat kesalahan dalam berbicara bahasa Inggris, dan siswa juga tidak dapat berbicara bahasa Inggris dengan lancar.

Penelitian ini dilakukan dengan tujuan untuk mengetahui ada tidaknya pengaruh yang signifikan terhadap siswa yang diajarkan metode komunitas belajar bahasa terhadap keterampilan berbicara siswa dan siswa yang diajarkan dengan menggunakan metode konvensional.

Desain yang digunakan dalam penelitian ini adalah Quasi Experimental penelitian. Dalam pengumpulan data penulis menggunakan tes, itu digunakan untuk mengetahui keterampilan berbicara siswa kelas dua MTs Al-Muttaqien Pekanbaru. Tes terdiri dari dua tes: Pre tes digunakan untuk menentukan keahlian berbicara siswa sebelum mendapatkan perlakuan dan post tes digunakan untuk menentukan keahlian berbicara siswa setelah mendapatkan perlakuan. Dalam menganalisis data penulis menggunakan tes berbicara. Nilai dari tes dianalisis dengan menggunakan rumus T test.

Berdasarkan temuan penelitian, dapat disimpulkan bahwa H_0 ditolak dan H_a diterima. Ini berarti bahwa ada pengaruh yang signifikan penggunaan metode Komunitas Belajar Bahasa terhadap Keterampilan Berbicara Siswa kelas dua MTs Al-Muttaqien Pekanbaru. Dengan kata lain, metode Komunitas Belajar Bahasa dapat meningkatkan keterampilan berbicara siswa kelas dua MTs Al-Muttaqien Pekanbaru.

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CHAPTER I

INTRODUCTION

A. Background

Speaking is the process of building and sharing meaning by verbal and non-verbal symbols. Speaking is a crucial part of foreign language learning and teaching. However, today's world requires the goal of teaching speaking should improve students' communicative skills because students should be able to express themselves and learn to use a language.

There are two kinds of competences that must be achieved by students; they are standard competences and basic competence, for the standard competences, students are required to express meaning and short simple monologue in a form of descriptive and procedure to interact with surroundings. For the basic competences, students must be able to respond to those interpersonal and transactional conversations such as greeting recognized and unrecognized people, self introduction and introducing somebody else, giving command or prohibition, asking and giving information, expressing thank you, asking for apology, expressing politeness, asking and giving services, asking and giving goods, asking and giving fact, asking and giving opinions, expressing like and dislike, asking for clarification, and responding interpersonally.¹

2006 curriculum above shows that speaking material as motor perceptive skills, including articulating, perceiving, recalling in the correct order sounds and

¹Depdiknas, *Standard Kompetensi and Kompetensi Dasar Tingkat SMP/MTs*, (Pekanbaru: Dikpora, 2006).

structure of the language. Furthermore, speaking also includes an interaction skill, which covers making decision about communication, such as what to say, how to say it and whether to develop it, in accordance with one's intentions, while maintaining the desired relation with others.

In reaching the basic competence of speaking skill, the teacher should apply appropriate method that can increase students' speaking skill. Based on researcher's observation at the second year of MTs Al-Muttaqien Pekanbaru, the teacher used conventional method. By using conventional method, the teacher hopes that the students' speaking skill will be good. In fact, there are some problems of students' speaking skill and the score is low in speaking skill that that most of the students got score under 60. These problems can be seen from the symptoms below:

1. Some of the students cannot respond the questions from the teacher
2. Some of the students cannot speak English fluently
3. Some of students are afraid of making mistakes to speak English
4. Some of students do not use their own thinking in English speaking.
5. Some of students do not use appropriate vocabulary in speaking English.
6. Some of students are not able to speak English fluency.
7. Some of students are not able to speak English grammatically.
8. Some of students are not able to speak English with good pronunciation.
9. Some of students are not able to describe something comprehension.

Based on the problems above, it can be seen that conventional method is not effective in teaching speaking. The problems might be derived from the students, and the teacher in applying the method in teaching learning process. Furthermore, to help students in solving their problem in speaking skill, the researcher will try to apply new method in solving the students' problem that is Community Language Learning. It is methodology that is not based on the usual methods by which language are taught. Teacher considers students as 'whole persons', with intellect, feelings, instincts, physical response, and desire to learn. Teacher also recognizes that learning can be threatening. By understanding and accepting students' fears, teachers help students feel secure and overcome their fears, and thus help them harness positive energy for learning. It is a counseling technique and adapted to the peculiar anxiety and threat as well as the personal and language problems as a person encounters in the learning of foreign languages.² Furthermore, the advantages of CLL are an attempt to overcome the threatening affective factors in EFL and ESL.³

From the explanation above, it can be concluded that there are differences between conventional method and Community Language Learning (CLL) method. As a method, conventional especially small group discussion involves the exchange of idea and opinions among students or among students and the teacher. The purpose of discussion method is to give opportunity for all students to speak by sharing their idea, or their opinion. It has some limitations such as not all

²Curran A. Charles in Kalayo Hasibuan and Fauzan Ansyari, *Teaching English as a Foreign Language (TEFL)*, (Pekanbaru: UIN SUSKA-Riau, 2007), p. 73.

³Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, from: (<http://www.scribd.com/doc/40895399/metodedepredare>, 1986).

students participate in conventional, students sometimes do not learn beyond what they already know, and some students are too difficult to deliver question and answer the question.⁴ While, Community Language Learning (CLL) method can increase students' speaking skill because the students as client should express their problems to get solution from the others, the students as clients try to get information about the new language while the students as counselors allow to determine type of conversation and to analyze the language inductively.

The differences above show that small group conventional has many limitations. They make students fail in learning speaking. Furthermore, Community Language Learning (CLL) method is more effective to expose students' speaking skill because Community Language Learning (CLL) method orders the students to express their problems or need and the other to give solution or comment. This method makes students able to speak without being afraid of making mistakes. It means that the students can show their ideas or opinion spontaneously without hesitant.

Based on the explanation above, the researcher is interested in carrying out a research with a title: "The Effect of Using Community Language Learning Method toward Speaking Skill at the Second Year Students of MTs Al-Muttaqien Pekanbaru".

⁴Smaldino E. Sharon, *et al.*, *Instructional Technology and Media for Learning Ninth Edition*, (New Jersey: Person Merrill Prentice Hall, 2007), p. 28-29.

B. Definition of the Key Terms

1. The effect means the goal influence that something has on the way a person thinks or behaves or on the way that something works or develops.⁵ In this research, the effect means the influence of Community Language Learning in teaching and learning process to increase students' speaking skill.
2. Community Language Learning is patterned upon counseling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problems as a person encounters in the learning of foreign languages.⁶ It is the most responsive of the methods reviewed in terms of its sensitivity to learner communicative intent.⁷ In this research, Community Language Learning is the method that used to increase students' speaking skill.
3. Speaking comes from word "speak" which means to talk somebody else about something to have a conversation with somebody.⁸ In this research speaking means the students' oral skill in applying English speaking.

⁵Hornby, AS, *Oxford Advanced Learner's Dictionary (Sixth Edition)*, (Oxford: Oxford University Press, 2000), p. 666.

⁶Curran in Kalayo and Fauzan Ansyari, *Op.Cit.*, p. 73

⁷Richards, Jack C, and Theodore S. Rodgers, *Approches and Methods in Language Teaching, A Description and Analysis*, (New York: Cambridge University Press, 1986), p. 126.

⁸Hornby, *Op.Cit.*, p. 20

C. Problems

1. Identification of the Problems

From the above background, the problems can be identified as follows:

- a. Why are some of the students not able to respond the questions from the teacher?
- b. Why are some of the students not able to speak English fluently?
- c. Why are some of students afraid of making mistakes to speak English?
- d. Why are some of the students not able to use their own thinking in English speaking?
- e. Why are some of the students not able to use appropriate vocabulary in speaking English?
- f. Why are some of students not able to speak English fluency?
- g. Why are some of students not able to speak English grammatically?
- h. Why are some of students not able to speak English with good pronunciation?
- i. Why are some of students not able to describe something comprehension?
- j. Is there any significant effect of using Community Language Learning Method toward students' speaking skill at the second year students of MTs Al-Muttaqien Pekanbaru?

2. Limitation of the Problem

Based on the identification of the problem, the writer limits that the focus of this research was students able to speak English fluency, students able to speak English grammatically, and students able to speak English with good pronunciation.

Problems that appear smaller on the low student's speaking skill. It demonstrates that application of the methods that teacher used in the lecturing method is less effective in students' speaking skill. In this study the writer focused the research on the Community Language Learning Method, because this method is an effective theory for speaking skill.

3. Formulation of the Problem

The problem of this research can be formulated in the following questions:

- a. How is the students' speaking skill using Community Language Learning Method at the second year students of MTs Al-Muttaqien Pekanbaru?
- b. How is the students' speaking skill without using Community Language Learning Method at the second year students of MTs Al-Muttaqien Pekanbaru?
- c. Is there any significant effect of using Community Language Learning Method toward students' speaking skill at the second year students of MTs Al-Muttaqien Pekanbaru?

D. Objective and Significance of the Research

1. The Objective of the Research

- a. To find out the students' speaking skill using Community Language Learning Method at the second year students of MTs Al-Muttaqien Pekanbaru.
- b. To find out the students' speaking skill without using Community Language Learning Method at the second year students of MTs Al-Muttaqien Pekanbaru
- c. To determine if there is significance effect of using Community Language Learning Method toward students' speaking skill at the second year students of MTs Al-Muttaqien Pekanbaru.

2. The Significance of the Research

By doing the research, the researcher hopes that it can:

- a. Enlarge researchers' knowledge about the real teaching process
- b. Fulfil one of the requirements of S.1 degree of English Education Department of Education and Teachers and Training Faculty of State Islamic University of Sultan Syarif Kasim Riau Pekanbaru.
- c. Give information to the teacher about the effect of using Community Language Learning Method toward speaking skill at the second year students of MTs Al-Muttaqien Pekanbaru.

-CHAPTER II

THEORETICAL FRAMEWORK

A. Speaking Skill

1. The Nature of Speaking Skill

Speaking is the process of building and sharing meaning by verbal and non-verbal symbols. Speaking is a crucial part of foreign language learning and teaching. However, today's world requires the goal of teaching speaking should improve students' communicative skills because students can express themselves and learn how to use a language.

Speaking is a tool to communicate naturally between society to express opinion and as a social behaviour form. Speaking skill is also an ability to arrange sentences because communications happened by using sentences to present difference of various behaviours from different society.

Furthermore, speaking is dialogue because speaking involves two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional).

Speaking can perform in helping develop communicative skill as follows:

1. It opens a rich stimulus of communicative interaction, namely the varied experience, interest and opinion of the learners.
2. It thus provides a context for wide range of communicative function domain of meaning learners must practice the skill required for

managing longer session of social interaction such as introducing a new topic, turn-taking or sustaining through difficult periods.

3. It provides learners with opportunities to express to their own experiences through the foreign language. It also gives them the valuable experience in using the language as means of handling their own social relationship.¹

The success of speaking learning is irrefutable with the response of students to the language, where they will be more successful than the others. The factors that will probably influence the success of learners are stated as follows:

1. They have a positive attitude about the language they want to learn and about the speakers of that language.
2. They have a strong personal motivation to learn the language.
3. They are confident that they will be successful learners.
4. They are prepared to risk making mistakes and they learn from their mistakes that they make.
5. They organize their own practice of language.²

Based on the explanation above, CLL is one of the most responsive methods which can be used to make students have a strong motivation in learning speaking skill. The value of CLL also emphasises on whole-students in speaking skill and it can be used responsibility for learning to the learners. The teacher must also be relatively non-directive and must be prepared to accept and even

¹Littlewood. W, *Communicative Language Teaching*, (Cambridge University Press, 1981), p. 4

²Edge J., *Essential of English Language Teaching*, (Longman Group-Uk, 1993), p. 3.

encourage the adolescent aggression of the learner as he or she strives for independence.

2. The Components of Speaking Skill

Language learners need to recognize that speaking involves three components of knowledge:

1. Mechanics (pronunciation, grammar, and vocabulary). The language learners should use the right words in the right order with the correct pronunciation.
2. Functions (transaction and interaction). The language learners should know when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).
3. Social and culture rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants). The language learners should understand how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.³

³Kalayo Hasibuan and Fauzan Ansyari, *Teaching English as a Foreign Language (TEFL)*, (Pekanbaru UIN SUSKA-Riau, 2007), p. 113.

Furthermore, there are five components which are generally recognized in analyzing speaking. Those are such as:⁴

1. Pronunciation.

Pronunciation includes the segmental features of vowels, consonants, stress, and intonation patterns. Pronunciation is the way of certain sounds is produced. In communication process, one needs to pronounce and to produce the words uttered clearly and correctly in order to miscommunication.⁵

2. Grammar

Grammar remains us how to make the use of words: that is to say, it teaches us how to make the use of them in proper manner, to be to choose the words which ought to be placed. We must be acquainted with certain principles and rules constitute what is collect grammar.⁶

3. Vocabulary

Vocabulary is one of the words which includes in language, have many words that must be mastered by the person to speak or write something. Vocabulary as the acquisition of an adequate vocabulary as essential for successful second language use, because without an extensive vocabulary we will be unable to use the structures and the function that we have learned fir comprehensible communication. It

⁴Haris, D.P, *Testing English as a Second Language*, (New York: Mc Graw Book Company, 1974), p. 81.

⁵Richards, Jack C, *et al.*, *Longman Dictionary of Language Teaching and Applied Linguistics*, (Printed in Malaysia, VVP, 1992), p. 81.

⁶Nunan, D, *Language Teaching Methodology*, (Prentice Hall, 1991), p. 296.

means that vocabulary mastery is one of the important components in communication.⁷

4. Fluency

Fluency is probably best achieved by allowing the air stream of speech to follow then as some of this speech spill over beyond comprehensibility.⁸

5. Comprehension

In brief speaking requires that not only know how to produce specific points of language includes grammar, pronunciation, vocabulary, and fluency, but also to understand the when, why, and in what ways to produce the language.

3. The Factors Influencing Speaking Skill

There are some cases in speaking skill, they are:

a. Clustering

Fluent speech is phrasal, not word-by-word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

b. Redundancy

⁷*Ibid*, p. 117.

⁸Brown, H. Douglas, *Teaching by Principles; an Interactive Approach to Language Pedagogy, Second Edition*, (New York: Addison Wesley Longman, Inc, 2001), p. 255.

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learner can capitalize on this feature of spoken language.

c. Reduced Forms

Contraction, elisions, reduced vowels, etc, all from special problem teaching spoken English.

d. Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, back tracking, and correction.

e. Colloquial Language

Acquaint the words, idioms and phrases of colloquial language and get practice in producing these forms.

f. Rate of Delivery

Achieve an acceptable speed along with other attributes of fluency.

g. Stress, Rhythm, and Intonation

The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

h. Interaction.

Learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation.⁹

B. Community Language Learning Method

1. The Nature of Community Language Learning Method

Community Language Learning is methodology that is not based on the usual methods by which language are taught. Rather the approach is patterned upon counseling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problems as a person encounters in the learning of foreign languages. Consequently, the learner is not thought of as a student but as a client. The native instructors of the language are not considered teachers but rather are trained in counseling skills adapted to their roles as language counselors.¹⁰

Community Language Learning (CLL) is the name of a method developed by *Charles A. Curran* and his associates. *Curran* was a specialist in counseling and a professor of psychology at Loyola University, Chicago. His application of psychological counseling techniques to learning is known as Counseling-Learning theory. Within the language teaching tradition Community Language Learning is sometimes cited as an example of a humanistic approach. Links can also be made

⁹ *Ibid*, p. 256.

¹⁰ Curran, Charles A, in Kalayo Hasibuan and Fauzan Ansyari, *Loc. Cit*, p. 73

between CLL procedures and those of bilingual education, particularly the set of bilingual procedures referred to as language alternation or code switching.¹¹

CLL derives its primary insights and indeed its organizing rationale. Counseling consists of one individual assuming insofar as he is able the internal frame of reference (of the client), perceiving the world as that person sees it and communicating something of this empathetic understanding. Counseling is one person giving advice, assistance, and support to another who has a problem or is in some way in need. Community Language Learning draws on the counseling metaphor to redefine the roles of the teacher and learners in the language classroom.¹²

Community Language Learning is the most responsive of the methods we have reviewed in terms of its sensitivity to learn communicative intent. It should be noted, however, that this communicative intent is constrained by the number and knowledge of fellow learners. A learner's desire to understand or express technical terms used in aeronautical engineering is unlikely to receive adequate response in the CLL class. Community Language Learning places unusual demands on language teachers. They must be highly proficient and sensitive to nuance in both L1 and L2. They must be familiar with and sympathetic to the role of counselors in psychological counseling. They must resist the pressure "to teach" in the traditional senses. As one CLL teacher notes, "I had to relax completely and to exclude my own will to produce something myself. I had to

¹¹Richards, Jack C, and Theodore S. Rodgers, *Approches and Methods in Language Teaching, A Description and Analysis*, (New York: Cambridge University Press, 1986), p. 126.

¹²Richards, Jack C, and Theodore S. Rodgers, *Ibid.*, p. 113.

exclude any function of forming or formulating something within me, not trying to do something".¹³

Community Language Learning represents the use of Counseling-Learning theory to teach language. The Counseling-Learning educational model is applied to language learning, and in this form it became known as Community Language Learning seeks to encourage teachers to see their learners as whole persons, where their feelings, intellect, interpersonal relationships, protective reactions, and desire to learn are addressed and balanced. The CLL view of learning is a holistic one, since "true" human learning is both cognitive and affective. This technique is used over a considerable period of time, until learners are able to apply words in the new language without translation, gradually moving from a situation of dependence on the teacher-counselor to a state of independence. The value of CLL has been its emphasis on whole-person learning; the role of a supportive, nonjudgmental teacher; the passing of responsibility for learning to the learners. The humanistic approach of CLL, which views learners and teachers as a community, and thus the teacher as more facilitator than teacher, fits in nicely with current trends in education.¹⁴

Community Language Learning in *Curran's* method, teachers consider students as 'whole persons', with intellect, feelings, instincts, physical response, and desire to learn. Teachers also recognize that learning can be threatening. By

¹³Curran, Charles A, *Community Language Learning*, from: (file:///D:/KUMPULAN%20TEORY%20ENGLISH/community%20language%20teaching.htm, 1976)

¹⁴Nagaraj P., *Application of Community Language Learning for Effective Teaching The Modern Journal of Applied Linguistics*, from: <http://www.worldofquotes.com/topic/Language/2/index.html>, 2009

understanding and accepting students' fears, teachers help students feel secure and overcome their fears. , and thus help them harness positive energy for learning. The syllabus used is learner- generated, in that students choose what they want to learn to say in the target language.¹⁵

Consider the following CLL procedures: A group of learners sits in a circle with the teacher standing outside the circle; a student whispers a message in the native language (L1); the teacher translates it into the foreign language (L2); the student repeats the message in the foreign language into a cassette; students compose further messages in the foreign language with the teacher's help; students reflect about their feelings. We can compare the client counselor relationship psychological counseling with the learner knower relationship in Community Language Learning.¹⁶

Based on the explanation above, the teacher must also be relatively nondirective and must be prepared to accept and even encourage the "adolescent" aggression of the learner as he or she strives for independence. The teacher must operate without conventional materials, depending on student topics to shape and motivate the class. In addition, the teacher must be prepared to deal with potentially hostile learner reactions to the method. The teacher must also be culturally sensitive and prepared to redesign the language class into more culturally compatible organizational forms. And the teacher must attempt to learn these new roles and skills without much specific guidance from CLL texts

¹⁵Larsen, Diane -Freeman, *Technique and Principle in Language Teaching*, (Oxford: Oxford University Press, 1986), p. 89.

¹⁶Richards, Jack C, and Theodore S. Rodgers, *Op. Cit.*, p. 113.

presently available. Special framing in Community Language Learning techniques is usually required.

2. The Advantages and Disadvantages of Community Language Learning Method

The advantages of CLL are an attempt to overcome the threatening affective factors in EFL and ESL. The counselor allows the learners to determine type of conversation and to analyze the language inductively. The student centered nature of the method can provide extrinsic motivation and capitalize on intrinsic motivation. While the disadvantages are the counselor/teacher can become too nondirective. Students often need directions. The method relies completely on inductive learning. It is worthwhile noting that deductive learning is also a viable strategy of learning. Translation is an intricate and difficult task. The success of the method relies largely on the translation expertise of the counselor.¹⁷

Community Language Learning (CLL) method is more effective method because it provide both extrinsic motivation and capitalize on intrinsic motivation. The affective advantages are evident. It is an attempt to overcome some of the threatening affective factors in learning. The threat of the teacher, of making blunders in the foreign language in front of classmates, of competing against peers all threats which can lead to a feeling of alienation and inadequacy-are presumably removed. It creates a warm, sympathetic and trusting relationship between the teacher and learners and recognizes that language learning is a

¹⁷Larsen, Diane -Freeman, *Op. Cit.*,

sensitive process. The counsellor allows the learner to determine the type of conversation and to analyze the foreign language inductively. The learner-centred nature of the method can provide extrinsic motivation and capitalize on intrinsic motivation. In addition, the cultural aspect of the target language learning is enhanced in that students are found to have freedom and high motivation in the community language learning class.

3. Using Community Language Learning Method to Teach Speaking Skill

The steps of Community Language Learning method that can be applied in real life. They are shown as follows:¹⁸

- a. The teacher asks the students to introduce themselves.
- b. The teacher tells the students what they are going to do.
- c. Students have a conversation.
- d. The teacher stands behind the students.
- e. The teacher translates what the students want to say.
- f. The teacher tells them that they have only a few minutes remaining for the conversation.
- g. Students are invited to talk about how they felt during the conversation.
- h. The teacher reads the transcript three times. The students relax and listen.
- i. Students work together in groups of three.

¹⁸Larsen, Diane –Freeman, *Op. Cit.*, p. 96-99.

- j. The teacher evaluates and give score the result of their conversation.

C. The Relevant Research

1. A thesis by Sumiati (2006) entitled “The Contribution of Group Work Activity toward The Students’ Speaking Ability”

The conclusion is that those was no significant contribution of group work activity toward the students’ speaking ability, the null hypothesis is accepted.

2. A thesis by Nanda Hadi Putra (2010) entitled “The Effect of Using Pictures Series to Increase Speaking Ability”

The result showed that there was significant effect of picture series to increase students’ speaking ability.

Based on previous researches that the researchers had written, it is was clear that the problem that was researched by researcher later was not discussed yet. This research focused on The Effect of Using Community Language Learning Method toward Speaking Skill.

D. Operational Concept

The operational concept is the concept to give explanation about theoretical framework in order to avoid misunderstanding and misinterpretation toward the research. There are two variables used in this research, they are variable X and variable Y. The using of Community Language Learning (CLL) is as Variable X that gives the effect on students' speaking skill as variable Y. The indicators are as follow:

1. Variable X (teaching procedures in using Community Language Learning (CLL).
 - a. The teacher asks the students to introduces themselves.
 - b. The teacher tells the students what they are going to do.
 - c. Students have a conversation.
 - d. The teacher stands behind the students.
 - e. The teacher translates what the students want to say.
 - f. The teacher tells them that they have only a few minutes remaining for the conversation.
 - g. Students are invited to talk about how they felt during the conversation.
 - h. The teacher reads the transcript three times. The students relax and listen.
 - i. Students work together in groups of three.

- j. The teacher evaluates and give score the result of their conversation.

2. Variable Y (students' speaking skill)

- a. The students articulate English with correct pronunciation
- b. The students use appropriate vocabularies.
- c. The students can use rules and certain principle in sentences in proper manner.
- d. The students can express their ideas with fluency and effortless as a native speaker.
- e. The students can express their ideas with best achieved by allowing the air stream of speech to follow then as some of this speech spill over beyond comprehensibility.

E. Assumption and Hypothesis

1. The Assumption

Before constructing the hypothesis, the researcher would like to offer some assumptions:

- a. The students' speaking achievement is various.
- b. The difference methods in teaching speaking might make the different in students' speaking skill.
- c. The use of Community Language Learning Method can increase students' speaking skill at the second year students of MTs Al-Muttaqien Pekanbaru.

2. The Hypothesis

Based on the assumptions above the researcher formulates two hypotheses as follows:

Ho: There is no significant effect of using Community Language Learning Method toward students' speaking skill at the second year students of MTs Al-Muttaqien Pekanbaru.

Ha: There is significant effect of using Community Language Learning Method toward students' speaking skill at the second year students of MTs Al-Muttaqien Pekanbaru.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research is a quasi-experimental research. This design requires at least two groups (experimental and controlled class). It is administrated a pre-test and treatment. Post-test is given at the end of the study. Post-test scores are compared to determine the effectiveness of the treatment.¹ This research consists of two variables; the independent variable symbolized by “X” that is using Community Language Learning Method and the dependent one is “Y” that refers to students’ speaking skill at the second year students of MTs Al-Muttaqien Pekanbaru. In brief, it can be seen from the table below:

Table III.1
Research Design

Class	Pre-test	Treatment	Post-test
Control	X_1	-	X_2
Experiment	Y_1	T	Y_2

Where:

X_1 & Y_1 : The Pre Test of Both controlled and Experimental class

T : Treatment for Experimental Class

X_2 & Y_2 : The Post Test of Both controlled and Experimental class

¹Gay, L.R and Peter Airasian, *Educational Research Competencies for Analysis and Application*, (New Jersey: Prentice-Hall. Inc, 2000), p. 392.
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B. Location and Time of the Research

The research was conducted at the second year of MTs Al-Muttaqien Pekanbaru. This research was conducted in the second semester started from May until June 2011 in academic year 2010/2011.

C. Subject and Object of the Research

The subject of this research was the second year students of MTs Al-Muttaqien Pekanbaru, while the object of this research was the students' speaking skill through Community Language Learning Method.

D. Population and Sample

The population of this research was all the second year students of MTs Al-Muttaqien Pekanbaru with the total population 91 students (Document of MTs Al-Muttaqien Pekanbaru Academic Year 2010/2011). To make it clear, it can be seen from the table below:

Table III.2
The Population of the Research

No	Class	The Number of the Students		Total
		Male	Male	
1	VIII A	15	15	30
2	VIII B	14	16	30
3	VIII C	16	15	31
Total		45	46	91

Source: (Document of MTs Al-Muttaqien Pekanbaru academic year 2010/2011)

From the population of the research, it can be seen that it was very wide, the writer used cluster technique in choosing sample in this research. The cluster technique was used to take sample if the object that will be researched is very

wide. To decide which one the population that will be taken as sample, the sample is taken bases on the population that specified.² Finally, the reseacher found that class XI 3 as a experimental class (30 students) and XI 2 as a control class (30 students). Furthermore, the total of sample can be seen from the table below:

Table III.3
The Sample of the Research

No	Class	The Number of the Students		Total	Sample
		Male	Female		
1	VIII A	15	15	30	Control Class
2	VIII B	14	16	30	Experimental Class
Total		29	31	60	

E. Technique of the Data Collection

The writer used test to find the data in this research. The test was given twice as follows:

1. Pre-test

Pre-test was conducted to obtain about the students' speaking skill before given treatment. It will be done by giving students some topics and students asked to choose one of them and then they were ordered to explain about the topic.

2. Treatment (Experiment)

The treatment was conducted for experimental group only. The treatment used CLL. The steps were follows:

- a. The teacher asks the students to introduces themselves.
- b. The teacher tells the students what they are going to do.

²Sugiyono, Prof. Dr, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, 2008), p. 121.

- c. Students have a conversation.
- d. The teacher stands behind the students.
- e. The teacher translates what the students want to say.
- f. The teacher tells them that they have only a few minutes remaining for the conversation.
- g. Students are invited to talk about how they felt during the conversation.
- h. The teacher reads the transcript three times. The students relax and listen.
- i. Students work together in groups of three.
- j. The teacher evaluates and give score the result of their conversation.

Table III.4
Blue print of Pre-Test and Post-Test

Meeting	Activities
1. Meeting I	Talking about Favorite tales
2. Meeting II	Offering Things
3. Meeting III	Asking and giving opinion
4. Meeting IV	Getting information
5. Meeting V	Talking about one's biography
6. Meeting VI	Talking about one's biography
7. Meeting VII	Telling unforgatable
8. Meeting VIII	Telling funny experiences

3. Post-test.

Post-test was conducted to find out about the students' speaking skill after giving treatment. It was done by giving students some topics and students asked to choose one of them and then they were ordered to explain about the topic. The topics were taken from students' English textbook.

In measuring the test, the researcher used the following rating sheet to analyze students speaking skill that can be seen as follow: ³

Table III.5
The Component of Assessing Speaking Skill

Aspects	Score	Requirement
Pronunciation	5	Have a view traces of foreign accent
	4	Always Intelligible, though one conscious of a define
	3	Accent problems necessitate concentrate listening and occasionally lead to miss understand
	2	Very hard to understanding because of pronunciation problem. Muss frequently be asked to repeat
	1	Pronunciation problems so several as to make speech virtually unintelligible

³Haris. D.P, *Testing English as a Second Language*, (New York: Mc Graw Book Company, 1974), p. 84.

Grammar	5	Make few (if any) noticeable error of grammar or word order
	4	Occasionally make grammatical and/or word-order error, which do not. However, obscure meaning
	3	Make frequently errors of grammar and word order which occasionally obscure meaning
	2	Grammar and word order errors make comprehension difficult, must often rephrase sentence and or restrict him to basic pattern
	1	Errors and grammar and word order so server as to make speech virtually unintelligibly
Fluency	5	Speech as fluency and effortless as that a native speaker.
	4	Speed of speech seems to be slightly affected by language problem.
	3	Speed and fluently rather strongly affected by language problem.
	2	Usually hesitant, often only silence by language limitation.
	1	Speech is also halting and fragmentary as to make conversation virtually
Vocabulary	5	Use of vocabulary idiom is virtually that of a

		native speaker.
	4	Sometimes use inappropriate them and/or must rephrase ideas because of lexical inadequacies.
	3	Frequently use wrong words, compensation somewhat limited because inadequate vocabulary
	2	Misuse use of word and very limited vocabulary make comprehension quit difficult
	1	Vocabulary limitation as extreme as to make comprehension vitally impossible
Comprehension	5	Appear to understand very without difficult.
	4	Understand nearly everything at normal speech although occasionally repetition may be necessary.
	3	Understand most of what is said at slower than normal speech with repetition.
	2	Have great difficult following what is said. Can comprehend only social conversation, spoken slowly and with frequently repetition.
	1	Cannot be said to understand even simple conversation English

Table III.6

Category and Students' speaking Score

Range Score	Score	Category
80-100	A	Very Good
70-79	B	Good
60-69	C	Enough
50-59	D	Less
0-49	E	Fail

F. The Techniques of Data Analysis

In analyzing data, the researcher used score of pre-test and post-test of the students. The process to analyze the scores was using statistical analysis t_{test} , variance, and homogeneity should be found first. Homogeneity test was used to find out whether the two classes have homogenous variance or not.⁴ The process to analyze the data as follows:

1. Find out the means score of control (M_x) and means score of experiment class (M_y). The formula as follow:

$$M_x = \frac{\sum x}{N} \text{ and } M_y = \frac{\sum y}{N}$$

Where: M_x = Mean score of control class

M_y = Mean score of experiment class

x = Difference score of control class

y = Difference score of experiment class

N = Number of students

⁴ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, Jakarta, Rineka Cipta, 1997, p. 311

2. Find out the variance of control class $(\sum x^2)$ and the variance of experiment class $(\sum y^2)$. The formula as follow:

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N} \text{ and } \sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$$

Where: x^2 = Variance of control class

y^2 = Variance of experiment class

x = Difference score of control class

y = Difference score of experiment class

N = Number of students

3. Find out homogeneity test. The formula as follows:

$$f_{\text{calculated}} = \frac{\text{the greater variance}}{\text{the lesser variance}}$$

4. Find out t-test statistic. The formula as follow:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

Where: t = The t-test statistic

M_x = Mean score of control class

M_y = Mean score of experiment class

x^2 = Variance of control class

y^2 = Variance of experiment class

N = Number of students

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. Data Presentation

1. The Description of the Research Variable

This research consisted of two variables; they were X and Y variables, variable 'X' refers to the use of Community Language Learning Method, and variable 'Y' is students' speaking skill at the second year students of MTs Al-Muttaqien Pekanbaru. Therefore, 'X' is an independent variable and 'Y' is a dependent variable.

2. Data Presentation

a. Pre-Test of Experiment Class

Table IV.1
Students' Speaking Skill Score in Pre-Test of
Experiment Class

Sample	Score		
	Rater I	Rater II	Final Total
Student 1	12	11	11.5
Student 2	13	11	12
Student 3	11	12	11.5
Student 4	12	11	11.5
Student 5	11	10	10.5
Student 6	10	11	10.5
Student 7	11	10	10.5
Student 8	13	11	12
Student 9	11	12	11.5
Student 10	10	11	10.5
Student 11	10	11	10.5
Student 12	12	11	11.5
Student 13	10	11	10.5
Student 14	11	15	13
Student 15	11	12	11.5
Student 16	10	15	12.5
Student 17	12	11	11.5
Student 18	11	11	11
Student 19	12	12	12

Student 20	10	11	10.5
Student 21	12	10	11
Student 22	11	11	11
Student 23	11	10	10.5
Student 24	10	11	10.5
Student 25	12	12	12
Student 26	11	11	11
Student 27	11	11	11
Student 28	12	11	11.5
Student 29	11	11	11
Student 30	10	15	12.5
Total	334	343	338.5
Average	11.13	11.43	11.28

The table IV.1 shows that the total of students' speaking skill at Rater I is 334 with average is 11.13 and Rater II is 343 with average is 11.43. Furthermore, final score of students' speaking skill in pre-test of experimental class is 338.5 with average is 11.28. In addition, to obtain the students' speaking skill score in all aspects can be seen in the following table:

Table IV.2
Students' Speaking Skill Score in All Aspects in Pre-test
of Experiment Class

No	Speaking Aspects	Rater I		Rater II	
		Total Score	Average	Total Score	Average
1	Pronunciation	60	2.00	63	2.10
2	Grammar	66	2.20	68	2.27
3	Fluency	67	2.23	63	2.10
4	Vocabulary	68	2.27	86	2.87
5	Comprehension	73	2.43	63	2.10

The table IV.2 shows that the total score of students' speaking skill in pre-test can be explained that at Rater I, the total score of pronunciation aspect is 60 with average is 2.00, grammar is 66 with average is 2.20, fluency is 67 with average is 2.23, vocabulary is 68 with average is 2.27 and comprehension is 73

with average 2.43. While at Rater II, the total score of pronunciation aspect is 63 with average is 2.10, grammar is 68 with average is 2.27, fluency is 63 with average is 2.10 vocabulary is 86 with average is 2.87 and comprehension is 63 with average 2.10.

b. Pre-Test of Control Class

Table IV.3
Students' Speaking Skill Score in Pre-Test of
Control Class

Sample	Score		
	Rater I	Rater II	Final Total
Student 1	10	11	10.5
Student 2	11	10	10.5
Student 3	10	11	10.5
Student 4	11	12	11.5
Student 5	11	10	10.5
Student 6	11	12	11.5
Student 7	10	10	10
Student 8	11	10	10.5
Student 9	10	13	11.5
Student 10	11	11	11
Student 11	11	11	11
Student 12	11	11	11
Student 13	10	12	11
Student 14	10	14	12
Student 15	11	10	10.5
Student 16	11	14	12.5
Student 17	11	11	11
Student 18	10	10	10
Student 19	10	11	10.5
Student 20	10	12	11
Student 21	12	10	11
Student 22	11	12	11.5
Student 23	10	10	10
Student 24	11	10	10.5
Student 25	11	13	12
Student 26	10	11	10.5
Student 27	11	11	11
Student 28	10	11	10.5
Student 29	11	12	11.5
Student 30	10	14	12
Total	318	340	329
Average	10.60	11.33	10.97

The table IV.3 shows that the total of students' speaking skill at Rater I is 318 with average is 10.60 and Rater II is 340 with average is 11.33. Furthermore, final score of students' speaking skill in pre-test of control class is 329 with average is 10.97. In addition, to know the students' speaking skill score in all aspects can be seen in the following table:

Table IV.4
Students' Speaking Skill Score in All Aspects in Pre-test
of Control Class

No	Speaking Aspects	Rater I		Rater II	
		Total Score	Average	Total Score	Average
1	Pronunciation	60	2.00	63	2.10
2	Grammar	60	2.00	71	2.37
3	Fluency	60	2.00	65	2.17
4	Vocabulary	66	2.20	81	2.70
5	Comprehension	72	2.40	60	2.00

The table IV.4 shows that the total score of students' speaking skill in pre-test can be explained that at Rater I, the total score of pronunciation aspect is 60 with average is 2.00, grammar is 60 with average is 2.00, fluency is 60 with average is 2.00, vocabulary is 66 with average is 2.20 and comprehension is 72 with average 2.40. While at Rater II, the total score of pronunciation aspect is 63 with average is 2.10, grammar is 71 with average is 2.37, fluency is 65 with average is 2.17, vocabulary is 81 with average is 2.70 and comprehension is 60 with average 2.00.

c. Post-Test of Experiment Class

Table IV.5
Students' Speaking Skill Score in Post-Test of
Experiment Class

Sample	Score		
	Rater I	Rater II	Final Total
Student 1	13	15	14
Student 2	15	16	15.5
Student 3	12	12	12
Student 4	15	12	13.5
Student 5	14	15	14.5
Student 6	13	16	14.5
Student 7	12	15	13.5
Student 8	16	12	14
Student 9	15	15	15
Student 10	11	18	14.5
Student 11	11	15	13
Student 12	15	15	15
Student 13	12	15	13.5
Student 14	14	19	16.5
Student 15	17	15	16
Student 16	14	13	13.5
Student 17	16	15	15.5
Student 18	12	16	14
Student 19	16	12	14
Student 20	13	12	12.5
Student 21	13	15	14
Student 22	16	16	16
Student 23	13	15	14
Student 24	12	12	12
Student 25	16	15	15.5
Student 26	11	18	14.5
Student 27	15	15	15
Student 28	13	15	14
Student 29	12	15	13.5
Student 30	11	19	15
Total	408	448	428
Average	13.60	14.93	14.27

The table IV.6 shows that the total of students' speaking skill at Rater I is 408 with average is 13.60 and Rater II is 448 with average is 14.93. Furthermore, final score of students' speaking skill in post-test of experiment class is 428 with average is 14.27. In addition, to know the students' speaking skill score in all aspects can be seen in the following table:

Table IV.6
Students' Speaking Skill Score in All Aspects in Post-test
of Experiment Class

No	Speaking Aspects	Rater I		Rater II	
		Total Score	Average	Total Score	Average
1	Pronunciation	65	2.17	87	2.90
2	Grammar	75	2.50	92	3.07
3	Fluency	79	2.63	88	2.93
4	Vocabulary	89	2.97	98	2.50
5	Comprehension	100	3.33	83	2.70

The table IV.7 shows that the total score of students' speaking skill in post-test can be explained that at Rater I, the total score of pronunciation aspect is 65 with average is 2.17, grammar is 75 with average is 2.50, fluency is 79 with average is 2.63, vocabulary is 89 with average is 2.97 and comprehension is 100 with average 3.33. While at Rater II, the total score of pronunciation aspect is 87 with average is 2.90, grammar is 92 with average is 3.07, fluency is 88 with average is 2.93, vocabulary is 98 with average is 2.50 and comprehension is 83 with average 2.70.

d. Post-Test of Control Class

Table IV.7
Students' Speaking Skill Score in Post-Test of
Control Class

Sample	Score		
	Rater I	Rater II	Final Total
Student 1	12	15	13.5
Student 2	12	15	13.5
Student 3	12	13	12.5
Student 4	12	11	11.5
Student 5	10	12	11
Student 6	12	15	13.5
Student 7	11	10	10.5
Student 8	12	11	11.5
Student 9	14	12	13
Student 10	14	14	14
Student 11	12	11	11.5
Student 12	11	12	11.5
Student 13	12	11	11.5
Student 14	11	15	13
Student 15	13	10	11.5
Student 16	13	10	11.5
Student 17	12	15	13.5
Student 18	12	15	13.5
Student 19	12	13	12.5
Student 20	11	11	11
Student 21	12	12	12
Student 22	11	15	13
Student 23	11	10	10.5
Student 24	12	11	11.5
Student 25	12	12	12
Student 26	12	14	13
Student 27	11	11	11
Student 28	12	12	12
Student 29	14	11	12.5
Student 30	11	15	13
Total	358	374	366
Average	11.93	12.47	12.20

The table IV.8 shows that the total of students' speaking skill at Rater I is 358 with average is 11.93 and Rater II is 374 with average is 12.47. Furthermore, final score of students' speaking skill in post-test of control class is 366 with average is 12.20. In addition, to know the students' speaking skill score in all aspects can be seen in the following table:

Table IV.8
Students' Speaking Skill Score in All Aspects in Post-test
of Control Class

No	Speaking Aspects	Rater I		Rater II	
		Total Score	Average	Total Score	Average
1	Pronunciation	60	2.00	72	2.40
2	Grammar	64	2.13	74	2.47
3	Fluency	64	2.13	72	2.40
4	Vocabulary	81	2.70	86	2.87
5	Comprehension	89	2.97	70	2.33

The table IV.9 shows that the total score of students' speaking skill in post-test can be explained that at Rater I, the total score of pronunciation aspect is 60 with average is 2.00, grammar is 64 with average is 2.13, fluency is 64 with average is 2.13, vocabulary is 81 with average is 2.70 and comprehension is 89 with average 2.97. While at Rater II, the total score of pronunciation aspect is 72 with average is 2.40, grammar is 74 with average is 2.47, fluency is 72 with average is 2.40, vocabulary is 86 with average is 2.87 and comprehension is 70 with average 2.33.

B. The Data Analysis

Table IV. 9
Recapitulation Table of Control and Experiment Class

Control Class				Experiment Class			
Student	Pre-test	Post-test	Difference	Student	Pre-test	Post-test	Difference
	(X_1)	(X_2)	(x)		(Y_1)	(Y_2)	(y)
1	10.5	13.5	3	1	11.5	14	2.5
2	10.5	13.5	3	2	12	15.5	3.5
3	10.5	12.5	2	3	11.5	12	0.5
4	11.5	11.5	0	4	11.5	13.5	2
5	10.5	11	0.5	5	10.5	14.5	4
6	11.5	13.5	2	6	10.5	14.5	4
7	10	10.5	0.5	7	10.5	13.5	3
8	10.5	11.5	1	8	12	14	2
9	11.5	13	1.5	9	11.5	15	3.5
10	11	14	3	10	10.5	14.5	4
11	11	11.5	0.5	11	10.5	13	2.5
12	11	11.5	0.5	12	11.5	15	3.5
13	11	11.5	0.5	13	10.5	13.5	3
14	12	13	1	14	13	16.5	3.5
15	10.5	11.5	1	15	11.5	16	4.5
16	12.5	11.5	-1	16	12.5	13.5	1
17	11	13.5	2.5	17	11.5	15.5	4
18	10	13.5	3.5	18	11	14	3
19	10.5	12.5	2	19	12	14	2
20	11	11	0	20	10.5	12.5	2
21	11	12	1	21	11	14	3
22	11.5	13	1.5	22	11	16	5
23	10	10.5	0.5	23	10.5	14	3.5
24	10.5	11.5	1	24	10.5	12	1.5
25	12	12	0	25	12	15.5	3.5
26	10.5	13	2.5	26	11	14.5	3.5
27	11	11	0	27	11	15	4
28	10.5	12	1.5	28	11.5	14	2.5
29	11.5	12.5	1	29	11	13.5	2.5
30	12	13	1	30	12.5	15	2.5
$\sum_{=30} N$	$\sum_{=329} X_1$	$\sum_{=366} X_2$	$\sum_{=37} x$	$\sum_{=30} N$	$\sum_{=338.5} Y_1$	$\sum_{=428} Y_2$	$\sum_{=89.5} y$

The table IV.10 shows that $\sum N=30$, $\sum X_1=329$, $\sum X_2=366$, $\sum x=37$, $\sum Y_1=338.5$, $\sum Y_2=428$, and $\sum y=89.5$.

Furthermore, the writer finds out the means score of control (M_x) and means score of experiment class (M_y) by using this formula:

$$M_x = \frac{\sum x}{N} = \frac{37}{30} = 1.23$$

$$M_y = \frac{\sum y}{N} = \frac{89.5}{30} = 2.98$$

Then, to find the variance of control class ($\sum x^2$) and the variance of experiment class ($\sum y^2$) the writer applies the formula as follows:

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N}$$

$$= 80 - \frac{37^2}{30}$$

$$= 80 - \frac{1369}{30}$$

$$= 80 - 45.63$$

$$\sum x^2 = 34.37$$

$$\sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$$

$$= 297.75 - \frac{89.5^2}{30}$$

$$= 297.75 - \frac{8010.25}{30}$$

$$= 297.75 - 267.01$$

$$\sum y^2 = 30.74$$

The analysis shows that the means of control class is 1.23 and the variance is 34.37. While the means of experiment class is 2.98 and the variance is 30.74.

From the finding above, there is difference between the experimental class and control class in term of means, and variance. In order to find out the variance homogeneity of both classes, F value can be calculated in the following formula:

$$f_{\text{calculated}} = \frac{\text{the great variance}}{\text{the less variance}}$$

$$= \frac{34.37}{30.74}$$

$$f_{\text{calculated}} = 1.12$$

The value of $f_{\text{calculated}}$ is compared with the value of f_{table} with dk denominator (30-1=29) and dk counter (30-1=29). Based on the dk dominator 5% is 1.85 and dk counter 1% is 2.41. From the calculation, it is found that $f_{\text{calculated}}$ is higher than f_{table} (1.85 > 1.12 < 2.41). Thereby, it can be said that both groups are homogenous.

Then find out t-test statistic.

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

$$= \frac{1.23 - 2.98}{\sqrt{\left(\frac{34.37 + 30.74}{30 + 30 - 2} \right) \left(\frac{1}{30} + \frac{1}{30} \right)}}$$

$$\begin{aligned}
&= \frac{-1.75}{\sqrt{\left(\frac{65.11}{58}\right)\left(\frac{2}{30}\right)}} \\
&= \frac{-1.75}{\sqrt{\frac{130.22}{1740}}} \\
&= \frac{-1.75}{\sqrt{0.07}} \\
&= \frac{-1.75}{0.26}
\end{aligned}$$

$$t = 6.61$$

By observing the data analysis, it can be described that $t_{calculated}$ is 6.61 then to prove whether there is a significant or not, $t_{calculated}$ is turned to $t_{distribution}$ level in alpha decision level (α) 0,05 and with the degree freedom 58 ($df = N_1 + N_2 - 2 = 30 + 30 - 2 = 58$). In the degree freedom of 58 was not found in the $t_{distribution}$. So the writer takes the nearest degree freedom that is 60. In the degree freedom of 60, it is found that $t_{distribution}$ at 5% was 1.671. It can be concluded that $t_{calculated} > t_{distribution}$ ($6.61 > 1.671$). It means that H_a is *accepted* and H_o is *rejected*. In short, there is significant effect of using Community Language Learning Method toward students' speaking skill at the second year students of MTs Al-Muttaqien Pekanbaru.

C. The Interpretation of the Data

From the data analysis, the researcher finds out that the total means of students' speaking skill of experiment class is 2.98 and control class is 1.23. Based on the calculation of both experimental and control class in the hypothesis testing, it is found that the value of $t_{calculated}$ is higher than $t_{distribution}$ ($6.95 > 1.671$) in alpha decision level (α) 0,05 with the degree freedom ($d.f.$ 60). Consequently, the null hypothesis is rejected. In short, there is significant effect of using Community Language Learning Method toward students' speaking skill at the second year students of MTs Al-Muttaqien Pekanbaru.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on data analysis and research finding in chapter IV, entitled The Effect of Using Community Language Learning Method toward Speaking Skill at The Second Year Students of MTs Al-Muttaqien Pekanbaru, the researcher comes to the conclusion as follows:

1. Student's speaking skill using Community Language Learning method was categorized into enough level.
2. Student's speaking skill using conventional method was categorized fail level.
3. The using of Community Language Learning Method gave a good effect than using Conventional Method

A. Suggestions

1. Suggestion for the Teacher

Related to the result of the research, the researcher offers some suggestions as follow:

- a. It is suggested that English teacher can adopt and apply the Community Language Learning Method in order to increase the students' speaking skill.
- b. English teacher should have various techniques in teaching and learning process especially in teaching speaking.

2. Suggestions for the Students

- a. Speaking is very important tool to communicate so the students may realize to communicate in English is very importance to be success in their study.
- b. The students may participate in Community Language Learning Method seriously and as much as possible to train their speaking in English.
- c. The students may share their ideas or opinion to the others spontaneously in speaking.

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